

Stage 1 Identify Desired Results

Establish Goals: (G)

Maine Learning Results

Content Area: English and Language Arts

Standard: E. Process of Writing and Speaking

Grade Level: Pre-K-2

Students will demonstrate the ability to use the skills and strategies of the writing process.

1. Tell about experiences and discoveries, both orally and in writing.

Maine Learning Results

Content Area: Mathematics

Standard: C. Data Analysis and Statistics

Grade Level: Pre-K-2

Students will understand and apply concepts of data analysis.

2. Make tallies and graphs of information gathered from immediate surroundings.

Maine Learning Results

Content Area: Social Studies

Standard : A. History: Chronology

Grade Level: Pre-K-2

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

1. Place individual and family experiences in historical time and place.

What understandings are desired?

Students will understand that: (U)

- time can be represented in different ways to help us function in our lives with more efficiency, security and happiness.
- numbers are concepts that enable people to represent quantities, sequences, and rates. (math sample essential question).
- knowing about family history and events can make life more interesting and engaging.

What essential questions will be considered?

Essential Questions: (Q)

- If I become confused or frustrated about where I fit in time, what can I do to resolve these feelings?
- What can numbers show me? (what day it is, what time it is, what is next etc.)
- How can I keep track of family history and upcoming events?

What key knowledge and skills will students acquire as a result of this unit?

Students will know: (K)

- vocabulary
timeline
schedule/clock
family history
calendar

- key factual information
birthdays happen once a year
there are 5 school days in a week
home on the weekends
7 days in a week
number of days in a month
12 months in a year
365 days in a year

- critical details
reading a calendar
reading a clock
reading a schedule
arranging a schedule
reading a timeline
important events in family history

2004 ASCD and Grant Wiggins and Jay McTighe
interpret

Students will be able to: (S)

- U2: express time in standard expression when looking at the clock. (explain)
- U3: document family history on timeline. (interpret)
- U1: use knowledge by designing daily schedule to determine where to go during the day. (apply)
- U2: analyze the personal timeline *and daily schedule*. (perspective)
- U3: consider the timeline *and daily schedule* of a friend. (empathy)
- U1: be aware of how I fit in my daily schedule and family. (self-knowledge)